DOCUMENT RESUME

ED 128 987 95 EC 091 086

AUTHOR Lazar, Alfred L.; And Others
TITLE A Comparative Study of Attitudes Toward the Handicapped and Self Concept by Students at Three Universities.
INSTITUTION California State Univ., Long Beach. Dept. of Educational Psychology.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
REPORT NO 451AH60850
PUB DATE Jun 76
GRANT G00-74-02794
NOTE 18p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (100th, May 31 - June 4, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Exceptional Child Research; *Handicapped Children; *Self Concept; Special Education Teachers; *Teacher Attitudes; Universities

ABSTRACT

Attitudes toward the handicapped and self concept were compared in 102 students enrolled in three universities offering training programs in special education. All Ss were administered the Attitude Toward Handicapped Individuals scale, the Preferred Student Characteristic Scale, The Is of Identity test, and the Tennessee Self Concept scale. Results indicated that Ss were understanding and accepting of the handicapped; that Ss shared a common view toward instructional goals which tended to point in the direction of the cognitive domain; and that Ss tended to be in the normal or average range on self concept scores. (SB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED128987

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AMERICAN ASSOCIATION ON MENTAL DEFICIENCY
100th Annual Meeting

May 31 - 4 June 1976

A COMPARATIVE STUDY OF ATTITUDES TOWARD THE HANDICAPPED AND SELF CONCEPT BY STUDENTS AT THREE UNIVERSITIES

Alfred L. Lazar, Professor
California State University, Long Beach

Ralph White, Professor
Eastern Kentucky University

Wayne Songstock, Professor
Georgia State University

Larry Gaines, Research Assistant
California State University, Long Beach

(This investigation was supported in part by HEW Grant Number G00-74-02794/Project Number 451AH60850. The opinions and conclusions stated in this paper are those of the authors and are not to be construed as official or necessarily reflecting the policy of the Bureau of the Educationally Handicapped, USOE, HEW.)

EC091086

Educational Psychology
California State University, Long Beach
Long Beach, California 90840

Elam (1971) states that a competency-based program is one in which performance goals for trainees are specified in detail and agreed to in advance of instruction. The teacher or trainee is required to (1) demonstrate behaviors known to promote desirable learning and/or (2) demonstrate that they can bring about learning in pupils. It is further asserted that the emphasis should be on demonstrated products or outputs.

If competency-based teacher education (CBTE) is to emerge as a realistic and effective training innovation for special educators, comparative research and evaluation studies are in order. It is suggested that such studies would focus on both intra-program evaluation and inter-program evaluation. The former would allow each training program to look at it's CBTE, while the latter thrust would allow comparisons of CBTE between universities.

A critical survey of related literature concerning CBTE in special education revealed no known comparative studies between training institutions. In fact, only a handful of intra-institutional studies on program evaluation could be found.

To a certain extent the first effort of intra-program study and evaluation is being done because of the demands made by the Bureau of the Educationally Handicapped (BEH) as part of proposal development for funding in personnel training programs. Maybe in the near future, an additional requirement, very touchy in nature, will be for some inter-program evaluation and research as well. An increase in both types of evaluation and research are going to

be needed if viable CBTE training programs in special education are going to emerge.

PURPOSE OF STUDY

The purpose of this paper is to report some inter-program research between three universities offering training programs in special education. Basically, the goal of this effort was to compare student behavior through the utilization of four instruments measuring different aspects of human attitudes. Students taking some basic introductory courses were selected as the target groups for comparison. An intra-evaluation of the three universities on the criterion measures was reported earlier (Lazar, White, and Sengstock, 1975).

Four null hypotheses were developed to guide the investigation. They are as follows:

1. There would be no significant difference between the three schools and their mean scores toward the handicapped as measured by the Attitude Toward Handicapped Individuals scale (ATHI).

2. There would be no significant different between the three schools and their mean scores toward the kind of instructional goal sought as measured by the Preferred Student Characteristic Scale (PSCS).

3. There would be no significant difference between the three schools and their mean scores toward their social adjustment as measured by the Is of Identity test (IOI).

4. There would be no significant difference between the three schools and their mean scores toward self-concept as measured by the Tennessee Self Concept test (TSC).

METHOD

Subjects: A total of 102 subjects, with 34 per each university comprised the comparative sample for study. They were all enrolled in an introductory course to exceptional children at their respective school. Two such beginning courses at each of the three schools were used to draw the sample. A table of random numbers was used to equalize the groups. A sex ratio of about 3 to 1 favoring the females prevailed in the three university groups. Subjects were drawn from the following three institutions: California State University, Long Beach, Eastern Kentucky University, and Georgia State University.

Instruments: The Attitude Toward Handicapped Individuals (ATHI), the Preferred Student Characteristic Scale (PSCS), the Is of Identity test (IOI), and the Tennessee Self Concept scale (TSC) were administered to all subjects.

a. The ATHI: This is a 20 item Likert type scale that measures attitudes of acceptance or rejection of the handicapped. It has a possible range of scores from 0 to 120, the higher score indicating greater acceptance. Each of the 20 items is rated on a six point scale as indicated below:

-3 I disagree very much

-2 I disagree pretty much

-1 I disagree a little

+1 I agree a little

+2 I agree pretty much

+3 I agree very much

It is essentially a modification of the Attitudes Towards Disabled Persons Scale (Yuker, Block, and Younng, 1966) but modified by Lazar (1971).

Lazar (1973) has established that scores of ,0+ on the ATHI are indicative of acceptance, while scores below might be assumed to be indicative of rejection. Pearson product-moment correlations of .80 and .83 have been reported between the ATHI and the ATDP (Form-O) and a coefficient of stability of .73 over a two week period (test-retest) for the ATHI (Stodden, Graves, and Lazar, 1973; Lazar and Denham, 1974).

b. The PSCS: This is a 36 itme forced choice response scale developed by Nelson (1964) to measure affective and cognitive attitudes toward instructional goals. It is based upon the assumption that a cognitive individual would be primarily concerned with intellectual, abstract, and curriculum content per se, while an affective individual would be concerned with the emotional and social climate.

Nelson (1964) reports reliability measures of .91 (split-half corrected) and .63 (test-retest) for the PSCS. The range of

scores is from zero (affective) to 36 (cognitive) with the mean of 18 being the dividing point for the two groups.

A modified scoring method for the PSCS was reported by Lazar, Orpet, and Fogg (1971) in which three categories are identified rather than the two by Nelson. The three categories are affective (0-12), affective/cognitive (13-24) and cognitive (25-36). One major advantage is that it allows for the regression toward the mean effect that is often characteristic of attitude instruments. It also provides for real identification and separation of truly affective and cognitive individuals. In a recent study, Lazar, Haughton, and Orpet (1975) demonstrated successful use of the ATHI scale to identify and group individuals based upon their scores along an acceptance/rejection continuum. Another study is now in progress to see if individuals might not also be grouped on an affective/cognitive continuum.

c. The IOI: This is a 100 item, true or false, or undecided response instrument to measure social adjustment (Weiss, 1954). The range of scores can be from zero to 100, with the normal range for the average adjusted person being 40 to 60. It is asserted that the higher the score, the more socially adjusted the individual; conversely, the lower the score the greater the probability of social maladjustment.

The author of the IOI reported a coefficient of reliability to be .94, while in another study, Lazar and Ernandes (1973) reported a rank correlation of .34 between the IOI and ATDP.

d. The TSC: The Tennessee Self Concept Scale consists of 100 self descriptive statements which the subject uses to portray his or her own picture of self (Fitts, 1965). As implied in the title, the purpose of the test is to measure self concept. Fitts reports that his instrument comes in two forms: (1) a Counseling Form, and (2) a Clinical-Research Form. Both forms use exactly the same test booklet and test items, but differ in the scoring procedure. The Counseling Form procedure for scoring was used in this investigation.

A Positive Score or the full scale score was used in this study. In addition, nine sub tests or scores can be obtained as follows: (1) physical self, (2) moral-ethical self, (3) personal self, (4) family self, (5) social self, (6) self-criticism, (7) identity, (8) self-satisfaction, and (9) behavior. A test-retest reliability of .92 is reported by Fitts (1965) for the Positive Score.

Procedure: The instruments were administered on the first and last day of the class by the appropriate professor at his respective university. The pre-post design allowed for a fifteen week period between testing. Uniform procedures were agreed upon and utilized. Scoring and treatment of data was completed by the senior author at his school.

Treatment of Data: A two way analysis of variance was used to statistically treat data for mean score differences on four scales and samples from three universities. In one case, an additional

independent t test was conducted.

RESULTS

The purpose of this investigation was to compare the behavior of students at three different universities enrolled in a similar course in their special education career development. Four criterion measures with a pre-post testing design was employed. Four null hypotheses were developed to guide the research effort.

Table 1 contains the data regarding N, pre-post test means, and standard deviations.

Table 2 presents the two-way analysis of variance treatment of data supporting or rejecting the null hypotheses:

1. The first null hypothesis that there would be no significant differences between the three schools in their attitudes toward the handicapped as measured by the ATHI was sustained. No significant F ratios were found in the two-way ANOVA.

2. The second null hypothesis that there would be no significant differences between the three schools in their view toward desired instructional goal along an affective/cognitive dimension as measured by the PSCS was sustained. No significant F ratios were found in the two-way ANOVA.

3. The third null hypothesis that there would be no significant differences between the three schools in their social adjustment as measured by the IOI was only partially sustained.

A significant F ratio at the .05 level was found to exist between the three schools. A series of independent t tests were conducted

to locate the specific source for this difference. A significant t at the .01 level was found for the IOI post test between Kentucky and Georgia.

The other two F ratios sustained the null hypothesis. Why the one exception cannot really be explained at this time.

4. The fourth null hypothesis that there would be no significant differences between the three schools in their self concept as measured by the TSC was sustained. No significant F ratios were found in the two-way ANOVA.

DISCUSSION

The results of this investigation gives rise to some rather important assumptions and conlusions that merit further discussion. This might be best achieved by discussion around each hypotheses and finding.

1. That the student groups in each of the three universities scored above 70+ on the ATHI for both their pre and post testing is very gratifying. This is best illustrated when the means in Table 1 are inspected. It is important to know that even at the entry level into their career program into special education, the groups involved in this study were understanding and accepting of the handicapped as measured by the ATHI.

Yet, another important dimension requires inspection. That is how many individuals scored below 70 on the ATHI and could be held suspect as not very understanding and accepting? The answer is provided in Table 3. Some 42 individuals or about 42 per cent of

the total sample for the three schools could fall into the suspect category.

By suspect is meant that further evaluation and systematic observation of such individuals as they move into their training is essential. Some of these individuals might change in attitude and score differently when retested at another date. Others might need some counseling and additional support to gain better accepting attitudes. Still others might prove to be candidates that should be directed away or excluded from professional training with the handicapped. All of these latter ideas and conclusions are quite fragile and very speculative and should be treated as such.

Yet, the ATHI and similar scales offer a great opportunity to more effectively identify and screen candidates into and out of special education training programs. There is a real need for the development of instruments into a battery with such a predictive capability. The only way that this will ever be achieved is when many universities are working in a concerted manner and effort. This would involve both intra and inter comparative studies by training institutions.

2. All three student groups shared a common view toward instructional goals which tended to point in the direction of the cognitive domain as measured by the PSCS. An inspection of PSCS mean scores reported in Table 1 confirms this conclusion about their location on the affective/cognitive continuum.

3. It was in the area of social adjustment as defined and measured by the IOI that one major difference was registered. As reported in Table 2 a significant difference was found between the post scores on the IOI between Kentucky and Georgia. According to the norms, the Georgia group were better socially adjusted, at least at the .05 level on an independent t test.

Despite this significant finding, it can be deceptive, if the point is not made clear that all three groups scored well above the average range of 40 to 60 as reported by the author for his scale. A careful study of IOI pre and post mean scores in Table 1 confirms this conclusion.

4. Finally, there were no group differences on the self concept as measured by the Tennessee Self Concept Scale. Fitts (1965) reported a mean of 345.57 and a standard deviation of 30.70 for his validation. When compared to this the means and standard deviations reported in Table 1 are pretty much the same, and would bracket in between the 45th and 50th percentile on the norm profile of the TSC. Thus, the students tend to be in the normal or average range based upon the total score. No effort will be made to discuss the breakout of the subtests on this instrument at this time.

SUMMARY

The results of this exploratory study of three different university groups on four different attitudinal instruments appears to offer a model for replication and for further refinement of

instruments. In fact, a comparison of 10 or 15 inter type university programs would be most fruitful. If CBTE in special education is going to emerge and prove of value, both intra and inter program evaluations and research is mandatory. The time is ripe for such activity, will teacher training personnel accept the challenge?

SELECTED REFERENCES

Klaus, S. Performance-based teacher education. Washington, D.C.: American Association of Colleges for Teacher Education, 1971.

Fitts, H. Tennessee Self Concept Scale - Manual. Nashville, Tennessee: Counselor Recordings and Tests, 1965.

Lazar, A., Haughton, D., & Orpet, R. A study of attitude acceptance and social adjustment. A paper presented at the 54th Annual Conference, California Educational Research Association. San Diego, California. September, 1975.

Lazar, A., White, R., & Sengstock, W. A study of attitude change in special education majors in three university training programs. A paper presented at the 53rd Annual Conference, International Council for Exceptional Children. Los Angeles, California. April, 1975.

Lazar, A. & Denham, C. A comparison of ATOP and ATHI scores with six groups of university education majors. A paper presented at the 52nd Annual Conference, International Council for Exceptional Children. New York City, New York. April, 1974.

Lazar, A.L., Unpublished scale. Attitude Toward Handicapped Individuals (ATHI). School of Education, Department of Educational Psychology. California State University, Long Beach, California, 1973.

Lazar, A. & Ernandes, C. The relationship between the Is of Identity and Attitude Toward Disabled Persons Scales. ETC.: A Review of General Semantics, 1973, 30, 183-186.

Lazar, A., Orpet, R., & Fogg, W. Sex differences in the attitude distribution of attittudes toward handicapped individuals on the part of select college student subjects. A paper presented at the 49th Annual Conference, California Educational Research Association. San Diego, California. April, 1971.

Lazar, A., Gensley, J., & Orpet, R. Changing attitudes of young mentally gifted children toward handicapped persons. Exceptional Children. 1971, 37, 600-602.

Nelson, C. Affective and cognitive attitudes of junior high school teachers and pupils. Journal of Educational Research. 1964, 58, 81-83.

Stodden, R., Graves, M., & Lazar, A. The relationship between the ATDP and ATHI scales for assessing attitudes. A paper presented at the 52nd Annual Conference, California Educational Research Association. Los Angeles, California, 1973.

Weiss, T. The Is of Identity Test. San Francisco, California: The International Society for General Semantics, 1954.

Yuker, H., Block, J., & Younng, J. The measurement of attitudes toward disabled persons. Albertson, N.Y.: Human Resource Center, 1966.

Table 1

N, MEANS, AND STANDARD DEVIATIONS FOR THREE UNIVERSITIES ON FOUR DIFFERENT TESTS

TEST	UNIVERSITY	N	PRE TEST $\bar{X}$	PRE TEST S.D.	POST TEST $\bar{X}$	POST TEST S.D.
ATHI	Kentucky	34	75.35	10.88	77.91	11.54
	Georgia	34	80.74	13.86	77.56	13.51
	Long Beach	34	77.85	13.88	76.09	13.40
PSCS	Kentucky	34	20.03	7.12	18.32	7.75
	Georgia	34	20.24	7.06	21.24	7.43
	Long Beach	34	20.29	6.16	20.74	6.59
IOI	Kentucky	34	72.21	12.22	73.29	12.92
	Georgia	34	78.26	15.68	81.58	14.77
	Long Beach	34	76.23	12.10	77.91	15.11
TSC	Kentucky	34	348.71	24.64	350.35	28.58
	Georgia	34	346.77	33.48	338.53	42.00
	Long Beach	34	345.97	28.86	343.32	39.05

ATHI - Attitude Toward Handicapped Individuals

PSCS - Preferred Student Characteristic Scale

IOI - Is of Identity Test

TSC - Tennessee Self Concept Scale

Table 2

RESULTS FOR 2 WAY ANOVA'S
WITH 4 INSTRUMENTS AND 3 SCHOOLS

SOURCE OF VARIANCE	SUM OF SQUARES	MEAN SQUARE	df	F	p
BETWEEN GROUP					
Pre-Post ATHI	64.8284	64.3284	1	0.39	n.s.
3 Schools	306.3039	153.1519	2	0.92	n.s.
Interaction	347.9569	173.9554	2	1.04	n.s.
WITHIN GROUP	32,954.5000	198.0000	198		
BETWEEN GROUP					
Pre-Post PSCS	39.7000	39.7000	1	0.01	n.s.
3 Schools	96.7745	48.3872	2	1.07	n.s.
Interaction	69.3823	34.6911	2	0.77	n.s.
WITHIN GROUP	8,920.3235	198.0000	198		
BETWEEN GROUP					
Pre-Post IOI	210.0441	210.0441	1	1.09	n.s.
3 Schools	1,755.5686	887.7843	2	4.61	.05*
Interaction	45.6470	22.8235	2	0.19	n.s.
WITHIN GROUP	38,112.3235	192.4864	198		
BETWEEN GROUP					
Pre-Post TSC	483.3131	483.3131	1	0.43	n.s.
3 Schools	1,704.6275	852.3137	2	0.77	n.s.
Interaction	834.8627	417.4313	2	0.38	n.s.
WITHIN GROUP	20,203.8235	1,112.1405	198		

* An indenpendent mean t test found a significant difference between Kentucky and Georgia on the post test of the IOI at the .05 level. This explains the above ANOVA significance.

Table 3

ATHI
DISTRIBUTION

	SCHOOL						
	KENTUCKY		GEORGIA		LONG BEACH		TOTAL
Both Pre & Post							
Below 70	6		4		5	=	15
Pre 70+ but							
Post Below	2		5		5	=	12
Pre Below 70							
but Post 70+	6		4		5	=	15
	14	+	13	+	15	=	42